DOCUMENT RESUME

ED 291 255 FL 017 183

AUTHOR Garner, Lucia Caycedo; Rusch, Debbie
TITLE Warming Up to Communication II.
PUB DATE Apr 86
NOTE 7p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (Milwaukee, WI, April 3-5, 1986).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Class Activities; *Classroom Communication; Classroom Techniques; Communication Skills; Drills (Practice); *Games; Reading Games; Second Language Instruction; *Student Motivation; Vocabulary Development

ABSTRACT

Eight classroom warm-up games for the second language class are described, and related assignments are suggested. The activities include a game based on a teacher's explanation for his late arrival in class, a number-guessing game, an exercise in describing characters played by the teacher, a group discussion of a reading selection using fragments of the text, identification of articles pulled from a rag bag, a blindfold game for placing numbers in sequence, a sentence pattern drill for reflexive and non-reflexive objects using a mirror, and a crime detection game. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED291255

WARMING UP TO COMMUNICATION II

1986 CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Garner; Rusch

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

LUCIA CAYCEDO GARNER
UNIVERSITY OF WISCONSIN-MADISON

DEBBIE RUSCH
WEST HIGH SCHOOL - MADISON

FL017193

PRESENTERS: IAN DAVIES, JANICE JAFFE, REBECA YEPEZ, DARREL VAN KIRK
TEACHING ASSISTANTS, UNIVERSITY OF WISCONSIN-MADISON
DEPARTMENT OF SPANISH AND PORTUGUESE

BEST COPY AVAILABLE

TABLE OF CONTENTS

I. AND THE TEACHER IS LATE AGAIN

II. AND THE WINNER IS . . .

III. "THE WORLD'S A STAGE" ... AND ALL THE TEACHERS MERELY PLAYERS

IV. DRAWKCAB GNIDAER

V. THE RAG BAG

VI. FIRST THINGS FIRST

VII. THROUGH THE LOOKING GLASS

VIII. ELEMENTARY, MY DEAR WATSON

I. AND THE TEACHER IS LATE AGAIN

NEEDED: Imagination

DESCRIPTION: The instructor runs into class late. S/he gives a brief explanation of why s/he arrived late and will link the explanation with a topic that includes references to big "C" or small "c" culture and focuses on points of grammar or functions pertinent to the level of the class.

When the instructor finishes the story, s/he starts asking questions. The questions should include low and high order questions.

SUGGESTIONS: Keep the explanation personal to arouse student interest.

ASSIGNMENT: A composition related to an aspect of the story.

II. AND THE WINNER IS . . .

NEEDED: Prizes (M & M's, etc)

DESCRIPTION: Students are asked to guess a specific number. The winner is given a prize.

SUGGESTIONS: This activity can be done with vocabulary, dates, names, places, etc. It can be used as an introduction to a piece of literature by spelling the author's name or the date the piece was written. It also may be used to introduce a cultural activity.

ASSIGNMENT: Students prepare a similar activity for the next day.

III. "THE WORLD'S A STAGE" ... AND ALL THE TEACHERS MERELY PLAYERS

NEEDED: A costume

DESCRIPTION: The teacher enters the classroom dressed as a character from a piece of literature that the class is going to begin reading. The teacher conducts a regular class activity taking on all the characteristics of the character. Once the activity is completed, the teacher asks the class to describe this person. This serves as part of the introduction to the literary work.

SUGGESTIONS: Do not over-use this activity because the novelty will wear thin.

ASSIGNMENT: A composition describing the character. Follow-up assignments may include role plays with the character in every-day situations.

IV. SDRAWKCAB GNIDAER

NEEDED: Overhead projector, transparency with overlays, copies of a reading selection

DESCRIPTION: Students are shown the last line or part of the last line of a reading selection. They are asked to form hypotheses regarding the rest of the reading. As more fragments of the text are revealed, the students begin to form opinions about the content. Once the students' curiosity is aroused, the teacher gives them a copy of the reading. Students are instructed to read the text to confirm or reject preconceived notions.

SUGGESTIONS: Texts should be selected with great care according to the information provided in the last paragraph. The teacher must have a list of probing questions to challenge the students' imagination so that it may interact with their knowledge of vocabulary, structure and tone, thus developing their ability to read between the lines.

V. THE RAG BAG

NEEDED: A duffle bag or gym bag (or a reasonable facsimile); a quantity of old-fashioned clothing appropriate to classroom needs and desires.

DESCRIPTION: Introduction of bag and items. While removing clothing, model the definite article and the vocabulary. After a couple of items, begin repetition of the items which have been removed prior to pulling out more. (If adjectives have already been introduced, the student may be more descriptive, i.e., instead of "The dress," "The green dress" may be another option). Once this activity is finished, leave the clothing out. About five minutes before the end of the class period, milk the activity: As the clothing is being put back into the bag, piece by piece, the students can again repeat the article and the name of each item.

FOLLOW-UP ACTIVITIES: Have the students, one by one, go to the board and draw, with colored chalk, objects of clothing on to

stick people or have a student stand in front of the class and solicite a description of his/her clothing.

SUGGESTIONS: The older and more daring the clothing, the more enjoyable and successful the activity will be.

This activity could be used with foods, tools, classroom objects, etc...

ASSIGNMENT: Write a brief paragraph describing the clothing which you wear to school everyday or what a bag lady would wear.

VI. FIRST THINGS FIRST

NEEDED: Slips of paper with a number written on each; bandanas

DESCRIPTION: Each student is given a number which he or she must repeat aloud, eyes covered. Students must arrange themselves in order from the lowest to the highest number, with eyes covered the entire time.

VII. THROUGH THE LOOKING GLASS

NEEDED: A mirror, a teddy bear, and clothes for the bear

DESCRIPTION: The teacher begins by looking in a mirror and saying, "I am looking at myself." The teacher then looks at the class in the mirror and says, "I am looking at you." This is followed by an oral check. The stuffed animal is then used to differentiate between reflexive and non-reflexive objects. Students are then asked to create sentences with or without the animal. For example: "I get up. I get the bear up."

FOLLOW-UP ACTIVITY: A student may do the warm-up for the next day by clearly miming a series of actions while the other students describe what is happening.

SUGGESTIONS: Using a stuffed animal versus a doll may lower students' inhibitions as well as add humor (shaving or dressing a stuffed animal!).

ASSIGNMENT: Write a composition about what a parent does every morning to him/herself and what the parent does to the baby.

VIII. ELEMENTARY, MY DEAR WATSON

NEEDED: Evidence left at the scene of a crime: scarf, gloves, weapon, etc.

DESCRIPTION: The instructor describes a crime and shows the evidence left. Divide students into three groups: police investigators, suspects and witnesses. The police make up questions and ask the others about their whereabouts at the time of the crime. The witnesses become judges, and the police present them with the evidence. The judges identify the criminal and pass the sentence.

SUGGESTIONS: This activity is better when stretched out over a few days. The criminal's sentence can be a fun assignment.

ASSIGNMENT: A series of compositions on the following topics:

1) A newspaper article describing the crime

2) An article describing the proceedings in court

3) An article describing the results of the trial and the sentence.